

THE FACTORS AFFECTING THE EFFECTIVENESS OF TRAINING

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ABSTRACT

This part studies about the noteworthy contribution of past research on the viability of training in private organizations. The study will assess the factors affecting the training programmes, for example, Objective of the Program, Evaluation of Performance subsequent to Training, Trainee Evaluations of Trainer and Testing of Trainees on Content displayed and so on and propose enhancements to further build Return on Investment and Return on Engagement.

KEYWORDS: Return on Investment & Return on Engagement

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INTRODUCTION

OVERVIEW OF THE RESEARCH

Training is a standout amongst the most inescapable techniques for improving the productivity of people and conveying organizational objectives to new work force. In 2000, U.S. organizations with at least 100 workers planned to spend \$54 billion on formal training ("Industry Report," 2000). As per American Society for Training and Development research, U.S. organizations spend more than \$125 billion every year on employee training and development (Paradise, 2007). In any case, the organizations notwithstanding of spending a huge sum on training are scrutinizing the advantages created from them and they are themselves not extremely certain about the degree the employees will perform diversely and performance will be improved.

The raising level of expenditure that is being made in training in organizations having a lot of desires to improve the organization's performance has made more noteworthy desperation to know its adequacy.

To examine the connection among design and assessment highlights and the viability of training and development endeavors, the Meta-analysis strategy has been utilized which quantitatively totals the results of primary studies to touch base at a general end or rundown over these studies. Furthermore, meta-analysis makes it conceivable to evaluate connections not explored in the first essential investigations.

In spite of the fact that there have been a large number of meta-analyses in different spaces of industrial/organizational psychology (e.g., cognitive ability, business interviews, assessment centers, and work related character testing) that presently enable analysts to own expansive outline expressions about detectable impacts and connections in these areas.

A remarkable special case is Burke and Day (1986), who, in any case, constrained their meta-analysis to the effectiveness of just managerial training.

Thus, the objective of the present article is to address this hole in the training effectiveness literature by leading a Meta-analysis of the connection between specified plan and assessment highlights and the viability of training in associations. We achieve this objective by first recognizing structure and assessment highlights identified with the adequacy of organizational training projects and intercessions, concentrating explicitly on those highlights over which professionals and specialists have a sensible level of control. We at that point talk about our utilization of meta-analytics systems to measure the impact of each element and close with an exchange of the ramifications of our discoveries for both the practitioners and researchers.

Taking everything into account, it was distinguished that predefined training design and evaluation includes and utilized meta-analytic strategies survey their connections to the viability of preparing in associations. Their outcomes propose that the training technique utilized, the skill or task trademark trained, and the decision of training evaluation criteria are identified with the watched effectiveness of training programs.

REVIEW REPORT OF THE PAST LITERATURE

To quantify the effectiveness of Training to change the safety culture and frame of mind in the nuclear business, a study was done by Harvey et al. before and after training intervention with all the representatives who went to this program. 417 and 460 reactions were received previously and 16 months after the training. The overview was done essentially on 6 elements and it was discovered that a noteworthy improvement in disposition and convictions in the management employees however not in Shop floor workers rather it demonstrated reduction in job satisfaction. It was likewise discovered that the shop floor workers are were not supporting the Management to spread safety culture in the firm.

The comparative study was made with different firms and found that this nuclear industry gave better outcomes in safety trainings notwithstanding the aftereffect of the survey was negative. The genuine contrast that made the nuclear industry results better was the significance of safety. So it was presumed that if the need is appropriately distinguished and identified with the employee just as the association, we could show signs of improvement results.

In this article, they have survey the adequacy of Higher Education dependent on two needs, one was future skill improvement of workforce for association and government organizations and the other was to get accreditation from certifying organizations.

For which they have adopted the Kirkpatrick's four level model of training criteria, The four level model comprises of reaction, learning, behavior and results criteria.

Once in a while assessment progresses toward becoming wellspring of numerous disappointments for organizations that battle to bode well out of different prerequisites, methodologies, and fundamental bits of proof. Be that as it may, the procedure of evaluation shouldn't be frustratingly entangled. The proposed system utilized for evaluation of training in business associations for example the Kirkpatrick's four level model of training criteria, to evaluation in Higher Education explains the criteria and to make plans for appraisal of educational results.

A private college in California recently battled with its appraisal endeavors since they needed efficient methodology, clearness of direction, and arrangement between instructive results and strategies for evaluation. Adjustment of the Kirkpatrick's four level model corrected these issues and seriously adjusted techniques for evaluation to wanted instructive results and with the general mission of the college. Despite the fact that the displayed methodology is generally

established in the US American experience, expanding accentuation on evaluation in Higher Education is a universal wonder. In this way, this methodology will probably hold any importance with Institutions of Higher Education around the world and this assessment happens at numerous dimensions: the class, course, program, general education, and foundation.

Reaction and learning criteria are viewed as internal, on the grounds that they center around what happens inside the training program. Behavioral and results criteria center around changes that happen outside (and ordinarily after) the program, and are subsequently observed as external criteria. It is additionally helpful to remember that external criteria are probably going to be affected by components other than learning, for example, bigger organizational or economic settings.

Reaction Criteria

Reaction criteria are students' view of training. Kirkpatrick proposed the refinement between trainee's reports in regards to the amount they delighted in the training (full of feeling responses) and the amount they accept they have learned (utility decisions) inside the reaction criteria.

Learning Criteria

Learning criteria are proportions of the learning results, normally evaluated by utilizing different types of knowledge tests, yet in addition by quick post-training proportions of performance and skill exhibition in the training setting. In the classroom circumstance, pretests and post tests give the most immediate proportion of learning.

Behavioral Criteria

Behavioral criteria are likewise alluded to as exchange criteria, a wording change proposed by Alliger et al. (1997). This dimension incorporates proportions of real hands on performance and can be utilized to recognize the impacts of training on work execution. In organizations, behavior criteria are ordinarily operationalized as supervisor ratings or target markers of performance, for example, work yields (Alliger et al. 1997).

Results Criteria

Results criteria are both very alluring and most hard to assess. In organizational settings, they are operationalized by efficiency increases, expanded consumer satisfaction, expanded employee confidence following management training, or increment in gainfulness of associations. Results are regularly hard to gauge and results criteria are utilized extensively less as often as possible than assessments of some other dimension of Kirkpatrick's model.

During this examination it turned out to be evident that while understudies were in fact learning and an assortment of approaches to gather proof of learning were utilized, it was hard to display and translate the results of learning as proof of program effectiveness in a succinct and efficient way to introduce information in a manner that would fulfill both external prerequisites and interior requirement for significant institutional feedback.

During the 2008–2009 scholarly year different boards tended to the test of improving evaluation and assessment, and a Taskforce for assessment of the main subjects was amassed with the objective of further assessing compelling and inadequate parts of existing appraisal rehearses and making a progressively useful framework for evaluation.

Albeit many intriguing and valuable models were recognized, none of the precedents completely lined up with Vanguard's educational mission, which reaches past the prompt learning and plans to have a positive, long haul sway both on the student's life and on the workforce, neighborhood network, and society when all is said in done. While other models

missed the mark regarding viably conceptualizing and managing the appraisal of such long-achieving objectives, Kirkpatrick's 4-level model could be definitively adjusted to this end.

Notwithstanding giving a flexible structure to inside use, this adjustment of the four-level model was emphatically received by the provincial certifying office.

In spite of the fact that the focal point of this article is on schools and colleges and most precedents are established in student encounters in the US American arrangement of Higher Education, the four level criteria model is probably going to be material to different kinds of educational projects and to various national and global settings too.

After World War I and II a substantial flood of new laborers with no appropriate expertise and industrial know-how has entered in the organization which made overwhelming demand for the talented specialists particularly for shipping construction and furthermore overwhelming interest of Foreman and supervisors. A no. of projects was presented which included occupation relations preparing (GRT), work strategies preparing (GMT), and employment wellbeing preparing (GST). During this time, the American Society for Training and Development (ASTD) was likewise framed. They saw that the training projects of Brakes India Limited, Padi, Chennai was not exceptionally successful and henceforth a review was directed to check explanation for that.

Survey Results

The specialist has talked about the adequacy and effect of training and development and furthermore exhibited the investigation and understanding:-

The effectiveness of the training program relies upon the respondents age and results demonstrated that the middle aged individuals handle more productively than the older age or new comers.

There is no relationship between the positive change after the training programs and their educational qualification.

There is a relationship between the enhancement of the job knowledge and their educational capability, however conversely corresponding.

Significance of the Study

Training and development programs, as was called attention to before, help expel performance lacks in employees. This is especially evident when – (I) the insufficiency is brought about by an absence of capacity as opposed to an absence of inspiration to perform, (ii) people included have the inclination and inspiration need to figure out how to improve, and (iii) supervisors and peers are strong of the ideal conduct. There is more noteworthy soundness, adaptability and limit with respect to development in an association. Preparing adds to worker's solidness in at any rate two different ways. Workers become productive in the wake of experiencing training. Proficient workers add to the development of the association. Development renders security to the workforce. Further, trained workers will in general remain with the association. Training makes the workers adaptable in tasks. Development shows success, which is reflected in expanded benefits from year to year. Subsequently, the present research "An examination on assessment of training programs at Brakes India restricted, Padi, Chennai" has been experienced by the specialist to feature the significance of preparing programs and assess the adequacy of such training projects of Brakes India Limited, Padi, Chennai.

It very well may be presumed that the effectiveness of the training programmes lies in the organization's training procedure and for training and development to be successful, the association ought to be a learning association, whereby learning is energized by all partners from individual representatives to the board. On the whole, the workers are happy with the present training procedures of the organization, which is examined through different factual instruments.

This paper depends on the critical commitment of past research by evaluating what the general effectiveness of managerial training has been over a time of 50 years and by distinguishing changes in by and large viability. It quantitatively coordinates and broadens the literature on the management training through a meta-analytic technique.

For an organization, managers dependably assume a crucial job for better results and performance. Managers with successful abilities can be procured; in any case, when an organization looks to expand its dimension of inside administrative capacities, the selection and hiring procedure may not be the best methodology. Specifically, there are huge expenses related with the enrollment procedure. Another choice is actualizing the management training and development.

Since management education is basic for success in the present firms, managerial training or development has turned into a significant business issue for organizations; Allio (2005) demonstrated that both public and private associations accept they can create compelling chiefs through considerable venture and training.

McAlearney (2005) expressed that exploration on coaching and learning could support organizations create powerful center and senior-level managers. It has been proposed that such training not just encourages organizations to make a progressively versatile and productive workforce, yet additionally has money related advantages. Since organizations much of the time execute the management training programs, broad investigation into the viability of the training has been finished utilizing various methods.

Meta-analytic methodologies have been connected and these contribute to the writing by concentrating on explicit timeframes or preparing approaches and have additionally utilized different criteria for the incorporation of studies.

This examination tries to adopt a smaller strategy to the evaluation of training approaches by concentrating explicitly on management training thinks about from the private part at various dimensions of the executives, reliable with Collins and Holton (2004). Thus, the curiosity of this exploration is that it gives an investigation including examines from over the timespans shrouded in the recently referenced examinations, and in the meantime centers around the private part while thinking about various dimensions of the board.

They reasoned that improvement in the viability of management training from 1952 through 2002 and impact sizes have stayed moderate. The impact was generally on the adapting part and less focused on the conduct and results.

In European nations' numerous Active Labor Market Programs has been orchestrated for the general population planning for employments in the public sector or to lessen the joblessness.

There was a worry about the effectiveness of active projects that have turned into an undeniably significant element of the EU's Broad Economic Policy Guidelines, the Employment Guidelines, and the Recommendations for Member States' employment strategies.

It is the target of this paper to beat this deficiency, by using a meta-analytical methodology that permits the recognizable proof of precise examples from the accessible cross-country proof on ALMP effectiveness. The meta-analysis is completed on a far reaching informational index of 137 program evaluations from 19 European nations.

The fundamental focal point of the empirical analysis lies in distinguishing the kinds of active programs that appear to be best. Four principle classes of ALMP exist crosswise over European nations: (I) training programs, which basically involve all human capital enhancing methods, (ii) private segment impetus plans, for example, wage endowments to private firms and start-up awards, (iii) direct employment programs, occurring in the public sector, and (iv) Services and Sanctions, a classification containing all measures went for expanding job search efficiency, for example, guiding and observing, quest for new employment help, and relating sanctions in the event of noncompliance.

The image that rises up out of the meta regressions is shockingly obvious. When the kind of program is considered, the analysis demonstrates that there appears to be minimal deliberate connection between program effectiveness and a large group of other logical factors, incorporating into specific the macroeconomic condition and an assortment of pointers for institutional highlights of the labor market.

With respect to training, both private sector incentive programs and Services and Sanctions demonstrates fundamentally better performance. Assessments of direct employment programs then again are more averse to gauge a critical positive effect on post-program employment results.

Malaysian has a dream to build up his nation by 2020 and they have accepted that the education is the best way to accomplish this mission so they have given this duty to Human asset dept. to help and build up the general population living in Malaysian.

They have passed the demonstration that every organization needs to burn through 1% of their gains to train the workforce. So it ended up important to pass judgment on the adequacy of the program as they will spend an enormous measure of cash in training.

To pass judgment on the effectiveness of the training they have set one up structure since they thought about the necessity of the Malaysian workforce and they made necessary for the training specialists to fill the structure. With the assistance of this overview result, they settled those consultants that had the option to pass judgment on the effectiveness of the program and indicated improvement. Various organizations were closed down, as they couldn't perform well as indicated by the survey results. This contextual analysis couldn't be executed in all cases as it relies on the associations need.

This paper depicts the Kirkpatrick's four-level training evaluation model and the motivation behind why it turned out to be so well known in organizations. In the wake of perusing the model and rehearsing it in numerous organizations. A few principal impediments of the model are illustrated as different inquiries were not replied.

These were:

- Was training effective?
- How can training be modified in ways that increase its potential for effectiveness?
- Are we doing the right thing?
- Are we doing it well?

The Kirkpatrick's model centered around the evaluation procedure after the training as it were. It totally wiped out the need of the pre-course proportions of learning or occupation performance measures or different variables like ability of

mentors, legitimate need identification, design of program, presence of goal in the program etc for deciding program effectiveness.

Kirkpatrick's model has made significant contributions to training evaluation thinking and practice. It has helped spotlight training assessment practice on the results, cultivated the acknowledgment that solitary result measures can't satisfactorily mirror the intricacy of organizational training programmes, and underscored the significance of inspecting various proportions of training viability. Be that as it may, it has a few restrictions like the deficiency of the model, the presumption of causality, and the suspicion of expanding significance of data.

An expansive stream of research over recent decades has archived the presence of a wide scope of organizational, individual, and training structure and conveyance factors that can impact training effectiveness previously, during, or after training. This study has prompted another comprehension of training effectiveness that considers 'characteristics of the organization and work environment and characteristics of the individual trainee as crucial input factors' which likewise impacts the training viability.

In one of Kirkpatrick's later publications he expresses that "if training will be successful, it is significant that trainees respond positively" (Kirkpatrick, 1994, p. 27), and that "without learning, no adjustment in behavior will happen" (p. 51). Research, be that as it may, has to a great extent neglected to affirm such causal linkages. Two meta-analyses of training assessment studies utilizing Kirkpatrick's structure have discovered little proof.

Kirkpatrick's model expect that each dimension of assessment gives information that is more useful than the last. This supposition has created the observation among training evaluators that setting up level four outcomes will give the most helpful data about training program effectiveness. By and by, nonetheless, the frail calculated linkages inalienable in the model and coming about data it creates don't give a satisfactory premise to this supposition.

Training evaluators have a moral commitment to "ponder benefitting others" and to think about and assess the degree to which the models utilized by and by can help give that advantage. The motivation behind this paper was not to criticize the Kirkpatrick model but rather to put inquiries concerning the degree to which the model will be helpful to shareholders and clients.

This paper centers around one of the variables that leads towards training effectiveness for example Motivation. Motivation impacts the readiness of a representative to go to the training program to apply vitality toward the program and to move what they realize in the program onto the activity. Past investigations demonstrate a relationship between preparing inspiration and preparing adequacy. Colquitt et al. (2000) proposed that even if trainees have the capacity to become familiar with the substance of a course, they may neglect to profit by training on account of low motivation. Different analysts additionally recommended that the attributes of learners, for example, motivation and attitude are more essential to the training viability than are course-content factors.

CURRENT STATUS OF RESEARCH STUDY

To check the effectiveness of the programme & improve the performance of the managers in the company Roy V.H. Pollock, Cal Wick & Andy Jefferson from Fort Hill company developed the have developed the Model on 6D which says:

Define Business Outcomes

A well-planned training programme has characterized learning goals which spotlight on what the members will realize or have the option to do toward the finish of the training time frame.

Business results characterize what the participant will do at work and the worth it will make for the firm.

Whether there is a chance or a programme is created, it is essential to distinguish business needs and results and connect them to training.

Planning Wheel for D1

What will participants do differently and better?

Who or what could confirm these changes?

What business needs will be met?

What are the specific criteria of success?

Design the Complete Experience: Pre & Post Test Learning Continuum

Designing the all-out contribution and pushing toward training as an advancing strategy instead of basically one more event. It consolidates everything that is critical to improve execution.

Learner's frame of mind - Most participants starting at now have a supposition about the programme before it starts subject to what they have heard or how they have been invited or the correspondences got, etc. This effects how responsive they are and the sum they are glad to take an intrigue.

The point is to mix eagerness for the participants who are not sharp and to keep up vitality in the people who are fascinated.

Deliver for Application-Style of Training Delivery

The manner by which the training is conveyed makes it simpler or harder to move work and apply at work

There is always a gap or difference between the learning environment and actual work environment. Whether the gap is big or small depends upon how closely the training environment simulates the actual work situation.

Drive Follow Through CIRO 2 by Managers and Employees

The weakest connection in most training system is the application or move of the learning on the genuine work environment..

For training to prompt improved performance the members need to change the manner in which they play out their occupations and need to move their figuring out how to their work..

Presence of critical assignments at the real working environment causes the representatives to return to pre-training example of performance which avoids any progressions or improvement in performance. This is because of need structure, backing, responsibility or genuine arrangement in the preparation program.

Deploy Active Support- Support from Managers

Performance support completes a program.

Performance support is critical when people are trying to learn new skills or behavior.

Performance help can take numerous structures. It isn't restricted uniquely to employment helps or PC based emotionally supportive networks yet individuals likewise assume an indispensable job.

Document Results

There are two reasons why documentation is essential. Training requires continuous investment of resources and credible evidence is required for the investment to continue.

Also it is important that functions like training continuously improve its efficiency and effectiveness. For that it is essential to know the target and whether it was hit or not.

The success of training can only be measured after the trainees have got the opportunity to actually apply the new skills and knowledge.

Documentation Example

Final survey of the venture will be done in this stage. This audit intends to assess the usage of learning at work environment.

Reduction in the no. of defects.

This reduction can also be converted into monetary terms for calculation of ROI.

At the last stage, when the costs spared by the organization will be determined then the tasks will be displayed before the senior administration. When the senior mgmt. gets persuaded with the outcomes and gives the last endorsement, last close down will be done from the fund office.

The developing need of the human resource management of organizations to react to the interest by top administration to legitimize its reality. One of the territories increasing impressive consideration in the present situation is training and development mediation of the HR department of a firm. The goal of this paper is to address the issues gone up against by these experts while endeavoring to figure ROI or effectiveness of training and development programs, which request colossal amount of fund in an organization.

The ROI of a training and development programme may be measured using the formula:

$$ROI = (Benefits - Cost) / Cost * 100$$

ROI estimation is one of the approaches to assess the effectiveness of a training and advancement program. The literature on assessment of training and development is dominated by Kirkpatrick's methodology. Anyway his methodology doesn't promptly address the topic of whether the preparation and advancement programme merits the expense brought about in directing the program.

In 1991, Jack Phillips along these lines added this fifth dimension to the Kirkpatrick approach, called ROI or Return on Investment which presented just because the requirement for an organization to utilize scientific and measurable methods in deciding expenses and advantages of a HR mediation.

As indicated by Skillnets Ltd (2005), the attention of the management on ROI mirrors the progressing accentuation on improving polished methodology of trainers. It further includes that the proficiency and viability of a training and development programme can be improved fundamentally with the arrangement of a financially savvy and thorough ROI framework.

It is fundamentally the absence of accentuation on assessment that the exertion and assets put resources into creating human capital is seen as a cost and not as an investment [Lynch et al., 2006].

ROI calculation of training and development programs causes the managers to understand that the training function is giving suitable contribution to their targets. In the meantime, it empowers recognizable proof of the projects contributing the most to the firm and in this way setting needs at the time of budget allocation to the function.

The paper along these lines endeavors to make top administration increasingly strong and anxious to execute methodical ROI estimation and perceive the issues in the region.

LITERATURE GAP

In the wake of perusing a few papers it was discovered that a large portion of the researcher and models utilized and created to pass judgment on the viability of the program considered just couple of elements like pre test and post test after the program, prompt feedback structure, feedback following a half year or somewhere in the vicinity, design the program, substance of the program and so forth.

Indeed, even the vast majority of the researchers utilized meta-analysis to include or comprehend the adequacy of the preparation or to realize the connection between program design and assessment strategy and viability of the program, and so on over which specialists and practitioners have a sensible measure of control.

There are clearly a few different elements that could likewise assume a job in the watched adequacy of organizational training. For example, since they are infrequently controlled, examined, or detailed in the extant literature, two extra advances generally recorded in the training development and assessment grouping, in particular (a) building up the training targets and (b) structuring the evaluation and the real introduction of the preparation content, including the aptitude of the coach, were barred.

Different components that we didn't research from the participant side incorporate distinguishing proof of the correct participant for the specific program, intrigue dimension of the participant, knowledge level of the participant, and so forth.

Extra factors that could impact the watched effectiveness of organizational training incorporate mentor impacts (e.g., the aptitude of the coach), nature of the training substance, and trainee impacts, for example, motivation, psychological capacity, self-adequacy and objective direction, program and so on.

One of the greatest test in training viability is distinction in employee's desires and organization's need as every worker carries on contrastingly even in the wake of going to a similar program. It is on the grounds that each individual's needs and prerequisites are unique and they see a similar learning in an alternate way as finished up from Harvey et al. review in atomic industry.

Every employee has an alternate need particularly in the event of individual need so if there are 100 workers in an association, each worker's need can't be catered in light of the fact that not every person gets modified training module.

The effectiveness will be high just for those workers whose necessities are cooked all the more effectively.

To pass judgment on the adequacy of Managerial training or behavioral training is more troublesome than the useful training on the grounds that Managerial training is more on subjective side while utilitarian is quantitative.

Future Prospects of the Study

Factors affecting the effectiveness of the training for e.g. Skills of the Trainer, Participants attitude towards training and Quality of the Content.

Center on viability of Managerial training.

To get ready powerful arrangement of the training adequacy, which ought to be a piece of training process in a firm and ought to be top driven.

Aims and Objective of the Research Study

To identify the factors affecting the training effectiveness.

To calculate the effectiveness of the training programs and make developments for the effectiveness of training programs in an Organization.

To study the attitude of the employees towards training programs.

Proposed Model of the Study

A model is being proposed to contemplate the factors of effectiveness that how these are influencing the training effectiveness. The model is a result of the genuine encounters, Observation and meeting of Learning Leads and Trainers of few organizations and consultancy. In the wake of contemplating different present viability Models and literature review, it was discovered that all the literature review's given a future degree i.e. those factors that have not been secured but rather assumed a significant job in training effectiveness.

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